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ABSTRACT

Aided by the Georgia Community Continuing Education Service (State Agency, Title 1, Higher Educational Act of 1965), the University of Georgia Council on Gerontology induced Georgia colleges and universities to cooperate to help practitioners and community leaders learn about the sociological, physiological, psychological, economic, and community service implications of aging. The course uses lectures, selected readings, films and other visual aids, field trips, and discussion, together with resource persons from related fields. Instruction covers 18 to 30 course hours scheduled in three-hour sessions with whatever frequency the class prefers. Instructional costs average $20 per class hour plus $10 per hour for services of a Director-Mentor. The course was offered 15 times in 12 communities, with a total enrollment of 484, during the first two fiscal years. Curriculum development and promotional work at a November 1968 workshop and at one-day workshops involving additional schools, led to broader participation during 1969-70 (17 programs in 14 communities for 514 enrollees). (Testimonials, cost analyses, and a bibliography are included.) (LY)

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GERONTOLOGY: INTERDISCIPLINARY AND INTERCOLLEGIATE

. . . implementation of a state-wide program in continuing education . . .

An Interdisciplinary, Non-Credit Community Course

in

Adult Development and Aging

Council on Gerontology, University of Georgia
Georgia Center for Continuing Education
Athens, Georgia 30601

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GERONTOLOGY: INTERDISCIPLINARY AND INTERCOLLEGIATE

- - - implementation of a state-wide program in continuing education

AN INTERDISCIPLINARY, NON-CREDIT COMMUNITY COURSE in ADULT DEVELOPMENT AND AGING

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- A project of the Georgia Community Education Service, (State Agency: University of Georgia); the Georgia Center for Continuing Education; the Council on Gerontology; and Cooperating Colleges.

T. W. Mahler, Director, Georgia Center for Continuing Education
Robert P. Wray, Chairman of the Council on Gerontology

Prepared by: Robert P. Wray
July, 1970

Acknowledgements

This report is primarily an account of how the Council on Gerontology at the University of Georgia, with support by the Georgia Community Continuing Education Service (State Agency, Title I, HEA), established and financed under provisions of the Higher Education Act of 1965, involved institutions of higher education in Georgia in strengthening and using their instructional resources to help "practitioners" and "community leaders" learn more about the processes of aging in the social, biological, and behavioral sciences, and the implications of such knowledge for programs of opportunity and service for older adults. However, full credit is due other agencies for helping to build the foundation for this community educational program which is titled, Adult Development and Aging.

The President of the University of Georgia appointed an interdisciplinary Council on Gerontology in July 1965. With financial support by the U. S. Public Health Service, H. E. W., a "working conference" was held to assess Georgia's needs in gerontology (January, 1966). The conference of professional employees of agencies and institutions in Georgia which serve older adults recommended that first priority should be an educational program for people of all ages in all lines of work.

As the first step toward this objective, a seminar series of twelve one-day sessions was planned for members of the University Council on Gerontology, with leadership by nationally known authorities in the following areas of study as related to various aspects of adult aging: sociology, psychology, economics, physical and mental health, institutional care, housing, retirement, community service programs, and research (Spring and Fall, 1966). The cost of instruction was provided by the U. S. Public Health Service as a second phase of the contract which financed the "working conference". In the midst of planning the seminar for University of Georgia faculty, the Administration on Aging, H. E. W., made a grant to provide expenses for selected faculty members from colleges and universities in the states of Alabama, Florida, Mississippi, South Carolina, and Tennessee. Ninety-three persons attended one or more of the seminar sessions, -about equally divided between the home University and institutions in other states. Excluding the "observers" who came only once, the average attendance was 40.

In order to further the development of a curriculum in gerontology the Administration on Aging, H. E. W. financed two sessions of a curriculum workshop (August and December, 1966). The developments at these meetings were extended at a later workshop which is reported as part of the main body of this report.

At this point funds became available through the Georgia Community Continuing Education Service to finance a program of instruction in Adult Development and Aging throughout the State cooperatively with local institutions of higher education. The U. S. Public Health Service, H. E. W., made a second grant which made it possible for the University of Georgia faculty who attended the first seminars to offer a seminar of six one-day sessions to prepare faculty throughout Georgia to teach an interdisciplinary course in gerontology, known as Adult Development and Aging, to "practitioners" and "community leaders" in the field of aging. Two seminar series were held in Athens and Atlanta respectively for distinct groups of college faculty in the Spring and Fall of 1967.

Thus the way was prepared for an "educational program for people of all ages in all lines of work" as recommended by the "working conference" and made possible under the provisions of Title I of the Higher Education Act of 1965 (Office of Education, H. E. W.) through the Georgia Community Continuing Education Service. Program accomplishments to date are detailed in the main body of this report.

GERONTOLOGY: INTERDISCIPLINARY AND INTERCOLLEGIATE

- a model for implementing a state-wide program in continuing education

Introduction.

"The major indicated need in the field of aging is for an educational program at all levels, for people of all ages in all lines of work." Thus reads the first priority recommendation of a "Working Conference", January 24-26, 1966, to assess Georgia's needs in gerontology. As used here, the word gerontology is defined broadly as the study of the processes of aging in the social, behavioral, and biological sciences, and the application of knowledge to practice.

The recommendation for an educational program reflects an awareness that aged persons have special problems and needs, and that the number of such persons has reached a magnitude that commands increased attention. The United States population aged 65 and over has grown from as few as three million at the beginning of the century to about 20 million in 1970, with a projection of 30 million by the year 2000.

The Georgia Community Continuing Education Service[1/] was born at the time when the University of Georgia, with the help recounted in the opening section of this report, "Acknowledgements", was building a foundation for the recommended educational program. Thus it was opportune that this new service agency be the medium for supporting the new educational program. The Georgia Center for Continuing Education, working through the University Council on Gerontology, moved promptly to bring this about.

Step One, Preparation: A seminar "to prepare faculty from various colleges and universities throughout Georgia to teach, at the community level, an interdisciplinary course in gerontology..." (See preceding section on "Acknowledgements".)

Invitations to attend were extended first to the four-year educational institutions which had affiliated with the recently organized Georgia Community Continuing

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1/ The objectives of Title I of the Higher Education Act of 1965, as expressed in the Guidelines of the U. S. Office of Education are:

1. To bring about a greater involvement of institutions of higher education in the solution of problems created by increasing urbanization.
2. To increase the availability of educational offerings by institutions of higher education for persons in the community in order to insure that the latest knowledge and techniques are brought to bear on urban and suburban problems.
3. To strengthen the resources of institutions of higher education to facilitate a more effective utilization of such resources in meeting the growing needs of urban and suburban communities.

The responsibilities of the Georgia Community Continuing Education Service, as the State Agency to further the above objectives, include the establishment and maintenance of a coordinated and state-wide system of community service programs for which funds allocated to the State will be spent:

1. To establish and maintain lines of communication with institutions of higher education.
2. To select institutions for participation in the program.
3. To identify community problems.

Education Service. Each such institution had designated an official representative with whom contact was established by the Chairman of the Council on Gerontology who served as Project Director. At a later date other colleges were included.

The letters of invitation were accompanied by a three-page summary of seminar objectives, content, and schedule; a statement on expenses for travel, meals, and lodging; the names and qualifications of the seminar leadership; and procedures for promoting and teaching a non-credit community course in Adult Development and Aging. It was stressed that through provisions of Title I of the Higher Education Act of 1965, the Georgia Community Continuing Education Service had granted funds to the University of Georgia to finance non-credit community courses in Adult Development and Aging for persons who work for or in behalf of older persons ("practitioners" and "community leaders"); and that the development of teaching teams in colleges throughout the State was essential to making these courses a reality. It was also mentioned that a by-product of the project could be the inclusion of new information in established college courses and the development of new courses in each of the five major subject areas included in the seminar.

The seminar was composed of six one-day sessions: Sociology of Aging, Physiology of Aging, Psychology of Aging, Economics of Aging, and Community Services and Aging. The outline in more detail is given on the following page, along with statements on the focus of the course and methodology.

At this stage the course content was being formulated from a wide range of formal and informal publications, and each seminar leader had considerable freedom in determining what would be presented under the five major topics. In the interest of simplicity the sub-topics shown are those which were ultimately developed for the course in Adult Development and Aging toward which the seminars were directed. Since the seminar was designed for college faculty, it was appropriate to expect a considerable range of independent study of the miscellaneous reading materials which were disbributed, including three volumes of "Selected Readings in Aging" which were prepared by the Projects Division of the Gerontological Society. A comprehensive bibliography of slightly more than 650 references was provided each participant, but only a short "Selected Basic Bibliography", which was later developed for the faculty member or other student who is beginning to study the interdisciplinary aspects of gerontology, is included with this report on pages 17-18.

Two identical seminar series were held, the first in Athens during the Spring of 1967, and the other in Atlanta during the Fall of the same year. They were attended by 63 faculty members from 16 colleges (Plus 29 who were primarily observers). All but one later participated in teaching the course in Adult Development and Aging. The names of these and others are shown on pages 10-11. (The enlistment of additional faculty members and colleges is described later.)

Step Two, Promotion and Direction: Adult Development and Aging.

It was determined very early that it would be impractical, perhaps impossible, to handle the details of promotion and direction of the non-credit community course in Adult Development and Aging from a distant point; rather that the Project Director, from his position as Chairman of the University of Georgia Council on Gerontology, should provide guidance, consultation, and teaching materials, and that promotion and direction of each course should be vested in a local Director-Mentor. The twin title was used to indicate that the person in charge is more than a "director"; rather a "trusted counselor".

Adult Development and Aging

- - a non-credit interdisciplinary course from the fields of sociology, psychology, physiology, economics and community service for "community leaders" and "practitioners" in the field of adult aging

I. Focus of the Course
   - A. The problems of aged persons
   - B. The characteristics of aged persons and the aging processes
   - C. The needs of aged persons
   - D. The role of the community and its agencies and institutions
     1. What to do.
     2. How to do it.
     3. Who does it?

II. Methodology: Lectures, selected readings, motion pictures and other visual aids, field trips, and discussion; with use of resource persons from related fields of study and practice.

III. Course Outline
   - A. Sociology of Aging
     1. Concepts and theories of aging
     2. Descriptive data: numbers, age, sex, race, etc.
     3. Aging in relation to self, family, and society
     4. Retirement as a phase of life

   - B. Physiology of Aging
     1. Senesence: definition, theories, occurrence, etc.
     2. Organic changes with age
     3. Senescent changes: prevention, retardation, reversal

   - C. Psychology of Aging
     1. Changes in behavior: measurement, characteristics
     2. Cognitive functioning: intelligence, learning, reaction time, sensory behavior, and perception
     3. Personality and related changes: concepts, theories
     4. Pathology, illness, and death

   - D. Economics of Aging
     1. Descriptive data: numbers, age, sex, race, etc.
     2. Economic needs: food, clothing, shelter, etc.
     3. Expenditures: food, clothing, shelter, etc.
     4. Resources: income, accumulated assets
     5. Disparities between needs and resources

   - E. Community Services and Aging
     1. Implications of knowledge for practice
     2. Scope of needed service programs available
     3. Identification of local services
     4. Assessment of local resources for services
     5. Meeting the need for services

As indicated earlier, the local teaching teams have considerable latitude for modifying the promotion and direction of the course to meet local conditions. Of the following guidelines, probably the one concerned with payment rates draws the most interest, since it recognizes the value of the service provided by the faculty and motivates participation.

1. The course should follow the outline used at the seminar (and later expanded into a syllabus), but should be modified to meet the needs and interests of the "community leaders" and "practitioners" in the field of aging who are members of the various study groups. The outlines are "overbuilt" and thus provide flexibility to meet local conditions.

2. The instruction period ranges from 18 to 30 course hours. (The origin of the shorter alternative is described later.) The course is normally scheduled in three-hour sessions, with whatever frequency the class prefers: e.g., daily, semi-weekly, weekly, or bi-weekly.

3. The terms "community leaders" and "practitioners" are defined loosely to include those who work for or in behalf of older persons. Community leaders are illustrated by committee and board members of organizations such as planning councils, community funds, schools, civic clubs, service clubs, churches, health and welfare agencies, and professional societies.

   Practitioners are illustrated by the following: architects, clergymen and their lay associates, counselors, dentists, dieticians, home-maker and home-health-care workers, housing administrators, lawyers, nursing home administrators, nurses, physicians, public officials, recreation workers, social workers, and teachers.

4. Course sponsorship by one or more local organizations is recommended as a means of promoting enrollment. An average of 30 is desired.

5. A teaching team includes the following areas of competence: sociology, physiology, psychology, economics, and community service (social science or social work). One member of the team, including the Director-Mentor, may teach in more than one academic area, although maximum diversity is recommended.

6. The usual payment rate for instruction is $20 per class hour (includes preparation time), but may be less or more to be in line with local rates, subject to total maximum payments which vary with the length of the course.

7. The usual payment rate for the services of the Director-Mentor is $10 per class hour subject to a maximum dependent on the length of the course. It is understood that the D-M attends all sessions, and that part of his service is promotional and administrative work which is required outside of the periods when the class is in session. In addition to the promotion function, the D-M organizes the teaching team, serves as its leader and as host at each class session, keeps attendance and enrollment records, and makes reports to the Project Director.

8. A certificate of attendance, available on request to the Project Director, may be presented to class members who attend 80% or more of the sessions.

Step Three, The Course in Operation.

During the first two fiscal years following the preperation period described in Step One, the course in Adult Development and Aging was offered fifteen times in twelve communities, with a total enrollment of 484. The communities, enrollments, the colleges, and the number of faculty members involved are listed on page 9.

Step Four, Curriculum Workshop in Gerontology.

The importance of this step, taken on November 22-23, 1968, cannot be over-estimated. The Curriculum Workshop was made possible under provisions of Title I of the Higher Education Act of 1965.

In his memo of invitation to all faculty members who had had a part in teaching the fifteen completed courses, the Project Director said: "Our work with the community non-credit community course in Adult Development and Aging has been judged successful to the point that we are planning further faculty preparation and additional community courses."

"Our developing gerontology program in Georgia is unique in the breadth of involvement of colleges throughout the state and the means thus provided for reaching four groups: (1) "community leaders" and "practitioners"; (2) students in college classes; (3) persons in the general population who have needs associated with advanced age; and (4) all other persons as they relate to aged persons or are concerned with their own situations as aging persons."

The objectives of the Workshop were:

1. To utilize experience gained to date and further develop a course outline, selected bibliography, teaching materials, and methods of instruction for the interdisciplinary course in Adult Development and Aging.

2. To plan for the expansion of the major subject units into specialized undergraduate and graduate courses.

3. To prepare to encourage more faculty members in colleges throughout Georgia to teach courses in gerontology.

4. To prepare to bring to "community leaders" and "practitioners" in the field of aging the course in Adult Development and Aging as an extension of two earlier grants under provisions of Title I of the Higher Education Act of 1965.

The heart of the Workshop, attended by 46 persons, was five concurrent sub-workshops on the five major topics of the course outline mentioned earlier and shown on page 3. Each produced a course outline which was "overbuilt" advisedly to give instructors some flexibility in adapting the course to the interests and needs of a particular group of students. Minimum and supplementary readings were suggested.

It was pointed out that the course lends itself to modification for use with special groups, such as clergymen and their lay associates, nursing home and housing administrators, program directors in recreation, health and welfare caseworkers, as well as persons in the general population who relate to aged persons or are concerned with their own situations as aged persons or as relatives or friends of the elderly.

The "workshop" recommended that the curriculum for the non-credit interdisciplinary course, Adult Development and Aging, with supplementary readings and in-depth discussions, be established as a credit course at the undergraduate level. The title, "Social Gerontology: An Interdisciplinary Approach", was suggested for the course.

It was also recommended that each of the five major subject areas of the basic course be expanded into a credit course at the graduate-undergraduate level.

(Reference: Proceedings of a Curriculum Workshop in Gerontology. November 22-23, 1968. Council on Gerontology, University of Georgia, Room 237, Georgia Center, Athens, Georgia 30601.)

Step Five, Involvement of Additional Colleges.

In February and March of 1969, One-Day Regional Curriculum Workshops were held in Statesboro and Macon respectively for the purpose of encouraging faculty members in additional colleges to prepare to teach the course in Adult Development and Aging and thus assist in reaching other communities. Twenty-three faculty members were present from 12 colleges. The results were mixed:

1. Three faculty members from three colleges not previously involved assumed leadership roles and arranged for the Project Director to visit their campuses and make a direct presentation to their colleagues who then constituted teaching teams and offered the course in their respective communities.

2. Five faculty members from three colleges previously involved have participated in teaching the course.

3. Nine faculty members from colleges which have offered the course have not yet participated.

4. Six faculty members were from three colleges which have not yet constituted a teaching team.

Since the two regional meetings produced only three colleges which moved promptly to offer the course in Adult Development and Aging for the first time, and since success in establishing teaching teams at these colleges was very dependent on subsequent visits to them by the Project Director for consultation with members of the faculty, it was decided to use the method of Institutional Consultation as the means of encouraging participation by colleges and their faculties.

Accordingly almost all colleges in Georgia, both Junior Colleges and four-year Colleges, were visited by the Project Director during the latter months of 1969 and the first part of 1970; also several colleges which had been previously involved were visited to assist in reconstituting teaching teams due to faculty turnover.

The results have been most encouraging. The method [illegible] involved considerable travel by the Project Director, but this has been more than offset by a lesser demand on the colleges for faculty time for meetings and travel time, and for travel expenses.

1. Thirty-four faculty members from eight colleges not previously involved established teaching teams and offered the course in their local communities.

2. Sixteen faculty members from four colleges previously involved have participated in teaching the course.

3. Twenty-two faculty members from six colleges not previously involved are in the process of establishing teaching teams and planning to offer the course in the Fall of 1970.

4. Twelve faculty members of five colleges have expressed interest, but this has not developed into concrete plans to offer the course.

Although the method of Institutional Consultation was very successful in encouraging faculty members in colleges to teach the course in Adult Development and Aging, this should not be interpreted as "downgrading" the promotional aspects of the earlier seminars and curriculum workshops. The success is due primarily to teaching materials which recently became available. First on this list is the Proceedings of the Curriculum Workshop in Gerontology, described earlier. This report, which contains the syllabus developed for the course in Adult Development and Aging, was presented as a practical guide for a faculty member becoming newly involved in gerontology.

The book edited by Boyd and Oakes, Foundations of Practical Gerontology (See bibliography) was made available to the faculty. This is a collection of papers drawing on several disciplines. It is offered as a resource for short-term programs of instruction for specialists of varied backgrounds, for advanced undergraduate or graduate seminars in gerontology, and for interested citizens who seek to improve their knowledge and understanding of the field of aging.

A collection of twenty miscellaneous readings was also distributed, along with the latest Annual Report of the University of Georgia Council on Gerontology, and the Selected Basic Bibliography included with this report.

Preceding the disbribution of these various "helps", the Projector Director discussed the increasing number of older adults and the concern for their special problems and needs which lead to the educational program in which so many colleges in Georgia are participating: Adult Development and Aging.

Step Six, The Course in Operation With Increased Tempo.

As indicated on the chart on page 8 and the summary on page 9, activities in fiscal year 1969-70 reflected the development and promotional work recited in Steps Four and Five. The course in Adult Development and Aging was offered 17 times in 14 communities with a total enrollment of 514.

Since the beginning of the program in 1966, the total enrollment has reached 1,135. The course has been offered a total of 36 times in 22 different communities.

The unduplicated number of teaching faculty is now 120; 16 from the University of Georgia, and 104 from 21 other colleges.

ADULT DEVELOPMENT AND AGING
- - - a non-credit community course for "community leaders" and "practitioners" in the field of aging

Fiscal Years	Course Development
7-70	Institutional Consultation with individual Georgia colleges
7-69	Regional conferences for faculty of Georgia colleges
	Curriculum Workshop for faculty of Georgia colleges
7-68	
7-67	Seminars for faculty of Georgia colleges
7-66	Seminars and Curriculum Workshop for faculty of University of Georgia and selected other institutions
	Working Conference to assess Georgia's needs in gerontology
7-65	Council on Gerontology organized

Course Growth

Number of Persons Enrolled	Number of Secondary Beneficiaries
514	Immediately: Estimated 25,000
137	
329	
155	
Total 1,135	Ultimately: "Hundreds of Thousands"

Summary of Communities, Enrollment, and Faculty Directly Involved in Teaching Adult Development and Aging By Fiscal Year

Communities	Colleges	Enrollment	Faculty Involved
1966-67			
Athens #1	University of Georgia	23	7
Americus #1	Georgia Southwestern College	27	6
Carrollton #1	West Georgia College	36	2
	University of Georgia	-	6
Statesboro	Georgia Southern College	34	4
	University of Georgia	-	1
Valdosta	Valdosta State College	35	4
1967-68			
Athens #2	University of Georgia	27	6
Atlanta #1	Atlanta University Complex	26	2
	Georgia State University	-	3
Atlanta #2	Atlanta University Complex	35	4
	Georgia State University	-	1
Carrollton #2	West Georgia College	19	7
Dahlonega	North Georgia College	20	3
	Young Harris College	-	1
	University of Georgia	-	1
Macon	Georgia College at Milledgeville	35	5
Milledgeville	Georgia College at Milledgeville	43	5
Rome #1	Berry College	45	3
	Shorter College	-	2
	University of Georgia	-	1
Savannah	Armstrong State College	57	1
	Georgia Southern College		4
Waycross	Valdosta State College	22	4
1968-69			
Albany #1	Albany State College	44	6
Douglas	South Georgia College	21	5
	University of Georgia	-	1
Gainesville #1	North Georgia College	38	2
	University of Georgia	-	4
Marietta #1	West Georgia College	34	6
1969-70			
Albany #2	Albany State College	31	6
Albany #3	Albany State College	23	6
Americus #2	Georgia Southwestern College	42	6
Athens #3	University of Georgia	29	8
Camilla	Norman College	64	2
Dalton	Dalton Junior College	22	5
Forest Park	West Georgia College	27	6
Gainesville #2	Brenau College	14	6
	Gainesville Junior College	-	4
Marietta #2	West Georgia College	15	5
Marietta #3	Kennesaw Junior College	19	4
Monroe	University of Georgia	23	6
Norman Park	Norman College	18	2
Rome #2	Berry College	32	6
	Shorter College	-	1
Savannah #2	Armstrong State College	28	2
	Georgia Southern College	-	3
Savannah #3	Armstrong State College	36	4
	Savannah State College	-	2
Tifton	Abraham Baldwin Junior College	53	6
Valdosta #2	Valdosta State College	38	1

Total Enrollment to date 1,135

Unduplicated total number of teaching faculty involved:
University of Georgia, 16; other colleges, 104; Total 120

Others colleges to be involved for the first time in the Fall of 1970:

Andrew College	Columbus College	Paine College
Augusta College	Fort Valley State College	Reinhardt College

Faculty Members Directly Involved in Teaching Adult Development and Aging*

July 1966 Through June 1970

Albany State College

Benson, Ernest, M. S.
Delaper, W. E., M. S.
Foreman, Dorothy, B. S.
Gilmore, Henry F., Ed. D.
Johnson, Patricia, M. S. W.
Johnson, William E., Jr., Ph. D.
Kahn, M. V. A., Ed. D.
Shah, U. G., M. S./M. A.
Sherman, Eugene, Ph. D.
Terry, Angela, M. A.

Abraham Baldwin Junior College

Cordele, T. W., M. S.
Lemar, Mary, Ed. D.
Milam, Thomas R., Ed. D.
Norman, Loyal V., Ed. D.
Powell, George, Ph. D.
Swords, T. R., Ph. D.

Atlanta University Complex

Brisbane, Kathryn, M. S. W.
Conyers, James E., Ph. D.
Johnson, Clyde E., Ph. D.
Newmark, Louis, M. S. W.
Smothers, Richard L., Ph. D.

Armstrong State College

Anderson, Donald D., Ed. D.
Bhatia, Sarvan K., Ph. D.
Thompson, Dorothy M., M. A.
Worthington, Stuart S., Ph. D.

Berry College

Ables, Ralph, M. S.
Clark, Gene B., M. S.
Gandy, Thomas W., Ed. D.
Jepson, Gordon, M. S.
Maloof, Louis J., Ph. D.
McCuin, Ralph, M. S.
Spector, Sam I., D. B. A.

Brenau College

Andrews, Lucy H., Ph. D.
Banks, Mike, B. A.
Barefoot, Joseph R., M. A.
Jones, Dean, Th. D.
Sites, John E., J. D./M. A.
Sprinks, Nellie J., Ph. D.

Dalton Junior College

Blackwell, David, M. B. A.
Bryant, Rodney, M. A.
Clarke, Gladys, M. S. N.
Laurent, Alan, A. B.

Gainesville Junior College

Hatcher, Martha, M. Ed.
Hudson, William T., M. B. A.
Kelley, David B., Ed. D.
Mills, Hugh M., Jr., Ed. D.

Georgia Southern College

Kwak, Sang Soo, Ph. D.
McKenney, William A., Ph. D.
Mobley, Harris, Ph. D.
Olewine, Donald A., Ph. D.

Georgia College at Milledgeville

Fuller, Richard L., M. B. A.
Jasnau, Kenneth F., M. S. W.
Pitman, Dorothy E., Ph. D.
Roberts, Jessie P., M. S.
Sears, Robert L., Ed. D.

Georgia Southwestern College

Blount, John B., Ed. S.
Brown, Linz, M. A.
Fisher, James, Ed. D.
Hiedemann, Annette, Ph. D.
Montes, Lamon, Ed. D.
Monk, Grace D., M. N.
Russell, James, Ed. D.
Shelnutt, Chester, M. S.
Sole, Kent, M. A.
Starck, Patricia, M. N.
Thomas, Wilbur, Ph. D.

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*Classified by College with which affiliated at time of teaching involvement.

Faculty Members continued

Georgia State University

Drucker, Melvin, Ph. D.
Pepper, Henry C., Ph. D.
Pittard, Barbara, Ph. D.

Georgia, University of

Barry, John R., Ph. D.
Bigham, Kay, M. S.
Boyer, Ruth, D. S. W.
Cohen, Harold A., Ph. D.
Crawford, Lester, D. V. M./Ph. D.
Danielsen, Albert, Ph. D.
Edwards, Dorothea, M. S. H. E.
Green, James L., Ph. D.
Johnson, Richard E., Ph. D.
Payne, Ray, Ph. D.
Power, William L., Ph. D.
Smith, H. R., Ph. D.
Talbot, Richard, Ph. D.
Weber, Ruth, D. S. W.
Wingrove, C. Ray, Ph. D.
Wray, Robert P., Ed. D.

Kennesaw Junior College

Keith, James F., Jr., M. A.
Lance, Mary L., Ed. D.
Martin, Charles F., M. A.
Morgan, Cullene, B. A.

North Georgia College

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Bryson, J. G., Ed. D.
Trogdon, Richard P., Ph. D.

Norman College

Barras, Donald, Ph. D.
Pullen, Harold R., M. A.
Stubblefield, Jerry M., D. R. E.

Savannah State College

Kelsaw, James, Ph. D.
Robinson, Margaret C., Ph. D.

Shorter College

Allen, Bernice, M. A.
Porter, Frances E., M. A.

South Georgia College

Alderman, Jerry W., B. A.
Black, Charlene, M. A.
McCarthy, Patricia, M. S.
Perritt, Roscoe, Ph. D.
Ross, Gerald, M. Ed.

Valdosta State College

Alford, John, M. S.
Branan, John M., Ed. D.
Connell, Clyde, Ph. D.
Hart, Thomas E., B. S.
Snyder, Paul, M. A.

West Georgia College

Adams, James W., D. B. A.
Byrd, Dexter, Ed. S.
Cole, Spurgeon, Ph. D.
Guynn, Richard, Ph. D.
Johnson, Collus O., Ed. S.
Moore, Henry M., Jr., Ph. D.
Moore, W. Glenn, Ph. D.
Parsons, Fred E., M. S. W.
Roberds, Elmo, Ph. D.
Stewart, Horace, Ph. D.

Young Harris College

Page, Cecil, B. D.

Modifications in Course Format.

There have been four major modifications during the past year:

1. The standard course has been reduced from ten to six sessions of three hours each. With the availability of appropriate interdisciplinary readings, especially Foundations of Practical Gerontology, edited by Boyd and Oakes (See bibliography), it is no longer necessary to rely extensively on the more time-consuming lecture method.

2. More responsibility is being placed on the role of Chief Instructor instead of on a Director-Mentor as was done initially. The Chief Instructor, in addition to the function of course director, serves as an instructor in one or more academic areas, and has responsibility for assisting the resource persons in providing instructional materials, relating their presentations to the preceding sessions, and summarizing the course and the implications for a local program of opportunity and service for older adults.

3. A greater variety of teaching techniques is being used, especially motion pictures, field trips, and "talks" by invited representatives of agencies and institutions which serve older adults.

4. Several courses have been focused on the Role of the Church, and one on the Role of Nursing and Nursing Home Administration. This approach stimulates more interest by individual agencies, institutions, and professions in the "Whats" and "Hows" of programs to meet the special needs of the elderly.

Evaluation.

1. Course Growth.

   a. The course has been offered 36 times, having increased from 5 the first fiscal year (1966-67) to 17 in 1969-70.

   b. An average enrollment of a little over 30 has been maintained.

   c. The course has been offered in 22 different communities.

   d. There have been seven requests for follow-up sessions on "how" to develop and operate programs of opportunity and service for older adults.

   e. The number of requests from communities throughout the State that the course be repeated or offered for the first time continues to exceed currently available funds.

2. College Faculty Involvement.

   a. One hundred and twenty faculty members from 22 colleges and universities have taught one or more aspects of the course, 16 from the University of Georgia, and 104 from the 21 other institutions. See pages 10-11 for list of participating colleges and faculty members.

   b. Additional faculty members and colleges plan to offer the course in the near future.

3. Primary Beneficiaries.

The total enrollment of 1,135 is described in the following table. The typical enrollee is a full-time professional worker, middle-aged, female, with a college education. Although not shown in the table, the predominating professions are caseworkers, nurses and clergymen. Most of those classified as para-professionals are "aides", primarily in nursing homes and economic opportunity programs. The fact that so many of those who took the course in Adult Development and Aging are employed in agencies and institutions which have a special interest in older persons is a major factor in estimating that there are many secondary beneficiaries.

ENROLLMENT IN COMMUNITY NON-CREDIT COURSE IN
ADULT DEVELOPMENT AND AGING, BY SEX, AGE,
EDUCATIONAL LEVEL, AND OCCUPATION
FISCAL YEARS 1966-1970

TOTAL ENROLLMENT	1,135
Male	337
Female	798
AGE	
Under 21	66
21-35	323
36-55	489
Over 55	257
EDUCATION	
Elementary School	79
High School	277
College	583
Graduate work	196
PROFESSION	
Professional-Technical Workers	690
Para-professionals	115
Housewives	92
Students	88
Clerical and Kindred Workers	43
Managers	41
Retired Persons	13
Sales Workers	11
Service Workers (includes household)	11
Operatives and Kindred Workers	10
Craftsmen, Foremen, and Kindred Workers	8
Laborers, except Farm and Mine	6
Public Officials	4
Farmers and Farm Managers	3

4. Secondary Beneficiaries.

a. By Way of Course Enrollees.

The primary target group of 1,135 persons who enrolled in the course is objectively determined, but the number of secondary beneficiaries is a very subjective figure. The Project Director estimates that the average enrollee will soon bring some benefit to 20 persons, and arrives at a total of about 25,000 "immediate" secondary beneficiaries. Beyond this, the possibilities multiply rapidly to reach "Hundreds of Thousands".

b. By Way of College Faculty.

Here again it is possible to report objectively that 120 faculty members have been involved in teaching the course. As these same teachers meet students in other classes, and these students come in contact with other students, family members, and other associates, the number of additional beneficiaries multiplies rapidly to estimated "thousands".

5. Curriculum Growth.

Nine of the colleges whose faculty have been involved in teaching the non-credit course in Adult Development and Aging have established the same course or modifications thereof at the undergraduate level; and six other colleges, and several of the first group, report that they have added new subject matter in gerontology to previously established courses.2/

6. Community Benefits: Illustrations as reported by community leaders.

a. "The course provided an opportunity for practitioners in the field to increase their understanding of the dynamics of aging and to administer in a more effective way." (Milledgeville)

b. "In talking with the Director of the Department of Family and Children Services, she said that the information which she and her staff gained made them more aware of the needs of the elderly and made it easier for them to move into their new service program for adults. There has also been a lot of interest among lay people who took the course in implementing other services for the elderly in the community." (Americus)

c. "The course confronted agency staff members with the foundational needs of older adults about which they had not been very knowledgeable." (Norman Park)

d. "At least two churches have developed more activity programs for older adults." (Valdosta)

e. "The course helped our denomination (Christian Church: Disciples of Christ) develop with the ministers and members of their churches support for a new program of comprehensive services which the Christian College of Georgia is planning for aged persons." (Athens)

f. "The Baptist ministers agreed to form a pilot group to minister to the needs of the aged. The formation of a sub-committee within each church has been discussed, and each of four churches has a five-man committee already in action." (Rome)

2/The University of Georgia has developed graduate degree and certificate programs in academic areas and fields of practice.

g. "At least four churches are expanding their programs for older adults. Two lay volunteers are helping their ministers to organize activities. One church plans to include gerontology in a study group." (Marietta)

h. "The course awakened interest in a few community leaders in developing programs for the aged; and awakened interest in young adults in the problems associated with aging." (Tifton)

i. "The knowledge base acquired by the class members stimulated more community support for housing for the elderly." Also, "I have a better feeling about the worth of this course than any other in which I have participated as an educator." (Savannah)

j. "Many faculty who have participated in the course, and some others who only heard about it, have become interested and are much more aware of the aged. This has carried over into their teaching with surprising effects. An undergraduate student interested other dormitory residents and organized a visitation program to local nursing homes." (Statesboro)

k. "The groundwork has been layed for community action to help solve some of the problems which confront older persons." Also, "This was an opportunity for service to the community by a college that had not been concerned about this previously. For the first time in its history, men and women of interracial composition came to the campus of our college for instruction. The course was a fine opportunity for ministers to become informed on issues relative to the processes and consequences of aging." (Gainesville)

l. "Working with faculty in other disciplines has developed a group of resource people for mutual help." (Augusta)

m. "The course has provided much needed information to persons in a wide variety of agencies and institutions who knew little or nothing about the field of adult aging. The course brought to the awareness of ministers the tremendous need for churches to provide services for aged individuals, and how the church can assume a more effective role in helping individuals accept the idea of growing old." (Albany)

n. "The information acquired by community leaders developed understanding and support for programs of service to older adults. The experience of the faculty in learning to know members of the community has strengthened their opportunities for more effective consultant services." (Carrollton)

o. "The members of the class became so convinced that the community should exercise more concern for aged persons that they organized a follow-up session with public officials and others to explore the possibility of developing a Senior Center." (Marietta)

p. "A clergyman who was a member of the class is planning a pastoral counseling service for the aged; several small groups were motivated to make field visits to agencies and institutions which serve older adults; and the "practitioners" from several fields of service revealed great enlightment about the aging processes and the implications for needed services."(Savannah)

q. "The course helped to introduce a broad spectrum of community leadership to the field of aging and upgrade professional workers. We continue to receive follow-up inquiries, and consider the surface only scratched for the community use of the potential of the course." (Atlanta)

r. The following new programs of opportunity and service for older adults have been reported as motivated by the course, with all of them involving persons who took the course in promotion and/or operating roles: Service Program for Adults; Service Center for Older Adults; Church Ministry to the Aged; Housing for the Elderly; Neighborhood Club for Opportunity and Service; Home-maker Program (2); Arts and Craft Program; Nursing Home for the Elderly; Recreation for the Elderly; and Nursing Home Visitation (3).

Cost Analysis

1. Funds provided through provisions of Title I of the Higher Education Act of 1965

   a. For course promotion, direction and operation:
      (1) Federal grants $42,194
         (a) Distribution by function
            66% for teaching services
               13% to faculty of University of Georgia
               53% to faculty of 21 other institutions
            15% for secretarial and typing services
            11% for books and other instructional materials
             5% for travel
               3% by Project Director
               2% by teaching faculty
             3% for postage and supplies
         (b) Cost per student (1,135) $37.20

      (2) Contribution by University of Georgia. $15,900

      (3) Total
         (a) Amount $58,094
         (b) Cost per student (1,135) $51.20

   b. For curriculum workshop (Page 5)
      (1) Federal grant . . . . . $ 6,406
      (2) Contribution by University of Georgia . . . . . $ 4,863

   c. Contributions of University of Georgia
      distributed by function ($15,900 plus $4,863) $20,763
            56% for salaries and staff benefits
            44% for indirect costs

   d. Summary of grants and contributions

	Amount	Cost per student
Federal grants ($42,194 plus $6,406)	$48,600	$42.80
Contributions by U. of Ga. ($15,900 plus $4,863)	$20,763	$18.30
Total	$69,363	$61.10

2. Funds provided from projects mentioned in the opening section of this report, "Acknowledgements", for costs incurred in: seminars for University of Georgia faculty and others; a preliminary curriculum workshop; and seminars for faculty of participating institutions of higher education in Georgia.

   a. Federal grants $17,730
   b. Contributions by University of Georgia
      for salaries and staff benefits 15,254
   c. Total $32,984

3. Cumulative costs, items 1 and 2 above
   a. Total $102,387
   b. Cost per student (1,135) $90.20

4. Cost of faculty preparation

   Based on the data in item 2 above (Total, $32,984), the cost per each of the 120 faculty members who have been involved in teaching Adult Development and Aging is $275.

SELECTED BASIC BIBLIOGRAPHY
IN
ADULT DEVELOPMENT AND AGING

Editor's Note: This bibliography has been prepared primarily as an aid to the faculty member or other student who is beginning to study the interdisciplinary aspects of gerontology. It should be emphasized that it is highly selective, and that these citations can lead to more extensive bibliographies and other excellent readings. Robert P. Wray, Chairman, Council on Gerontology, University of Georgia, August, 1969.

I. Interdisciplinary Readings for "Practitioners" and "Community Leaders" in the Field of Aging

1. Boyd, Rosemonde R. and Charles G. Oakers, (ed.), Foundations of Practical Gerontology. Columbia, South Carolina: University of South Carolina Press (1969) $5.95.

2. Robb, Thomas Bradley, The Bonus Years. Valley Forge, Pennsylvania, 19481: The Judson Press (1968) $4.50.

3. Vedder, Clyde B. Gerontology, A Book of Readings. Springfield, Illinois: Charles C. Thomas, (1963). $9.50.

II. Academic Classifications

A. Sociology

4. Simpson, Ida Harper, and John C. McKinney (eds.) Social Aspects of Aging. Durham, North Carolina: Duke University Press (1966) $10.00.

5. Tibbitts, Clark, (ed.) Handbook of Social Gerontology: Societal Aspects of Aging. Chicago: The University of Chicago Press, (1960).

B. Psychology

6. Birren, J. E., The Psychology of Aging. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964.

7. Boyer, Ruth Gasink, Tomorrow is Living. Tallahassee, Florida, 32302: The John E. Barton Company, P. O. Box 52 (1968) $5.95. Paperback $4.25.

8. Neugarten, Bernice L., (ed.), Personality in Middle and Late Life. New York: Atherton Press, 70 Fifth Avenue, 10011. (1964).

C. Economics

9. Kreps, Juanita M. (ed.) Employment, Income and Retirement Problems of the Aged. Durham, North Carolina: Duke University Press (1963).

10. U. S. Bureau of Labor Statistics. Retired Couple's Budget for a Moderate Living Standard, Autumn 1966. Bulletin No. 1570-4. Washington, D. C.: U. S. Government Printing Office (1968).

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D. Physiology

11. Comfort, Alex. "The Life Span of Animals". Scientific American. (August 1961), p. 108.

12. Comfort, Alex. Aging: The Biology of Senescence. New York: Holt Rinehart, and Winston, (1964).

13. Shock, N. W. "The Physiology of Aging". Scientific American (January 1962), p. 100.

14. Strehler, Bernard L., et. al. Time, Cells and Aging. New York: Academic Press (1962).

E. Community Services and Aging

15. Beattie, Walter. Matching Services to Individual Needs. Copies available in quantity at $.25 each from the Gerontological Society, 660 South Euclid Avenue, St. Louis, Missouri, 63110.

16. Field, Minna. Aging with Honor and Dignity. Springfield, Illinois: C. C. Thomas (1968) $8.50.

17. Weber, Ruth. Individualizing Natural Environments for the Community-Dwelling Aged. Copies available from the Council on Gerontology, Room 209, Georgia Center, University of Georgia, Athens, Georgia 30601.

18. Wray, Robert P. "Wanted: Constructive Retirement Centers". Dynamic Maturity, Vol. 3, No. 5 (July 1968) pp. 46-50.

III. The Handbooks

These three volumes were produced by The Inter-University Training Institute in Social Gerontology to serve as instructional and reference material for teachers and researchers in sociology, psychology, physiology, biology, economics, and related fields. Although produced in 1959-60, they continue as excellent sourcebooks for scholars in the field of gerontology.

19. Birren, J. E., (ed.), Handbook of Aging and the Individual: Psychological and Biological Aspects. Chicago: The University of Chicago Press, 1959.

20. Burgess, E. W., (ed.), Aging in Western Societies. Chicago: The University of Chicago Press, 1960.

21. Tibbitts, Clark, (ed.), Handbook of Social Gerontology: Societal Aspects of Aging. Chicago: The University of Chicago Press, 1960.

IV. Journals

These Journals include current literature and references in the field of aging in addition to reporting news, action, research, and program developments.

22. Aging. Administration on Aging, U. S. Department of Health, Education, and Welfare. Washington, D. C. 20401: Superintendent of Documents, U. S. Govt. Printing Office. $2.00 per year.

23. The Gerontologist. The Gerontological Society, 660 S. Euclid, St. Louis, Missouri 63110. $10.00 per year.

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